



Grade 4

Sample Released Questions with Annotated Student Responses

2004

This document represents the second phase of released sample questions from the Kentucky Core Content Test. While the first phase provided released questions, background, and general scoring information about the questions, this second phase includes more specific information to assist teachers in scoring student responses for the open-response questions and on-demand writing tasks.

Each open-response question, the Academic Expectation(s) and Code(s) from the Core Content for Assessment that it addresses, as well as the scoring guide describing expectations for performance at each score point, are followed by actual student responses at the “4,” “3,” “2,” and “1” score points. For on-demand writing, student responses at the “Distinguished,” “Proficient,” “Apprentice,” and “Novice” levels are provided. Each student paper is accompanied by commentary explaining the rationale for the score given. Finally, ideas are presented for designing classroom activities that relate to the Core Content for Assessment.

Table of Contents

KY General Scoring Guide	2
Reading	3
<i>Recycled Paper</i>	4
<i>Choco-Yummies</i>	13
<i>The Blackberry Pie</i>	22
<i>What is a Fever?</i>	33
Science	42
<i>Paper Cup Telephone</i>	43
<i>Phases of the Moon</i>	51
<i>Meat-Eaters</i>	59
Writing	66
Scoring Criteria for On-demand Writing	67
<i>Task 1</i>	68
<i>Task 2</i>	76
Acknowledgments	84

KENTUCKY GENERAL SCORING GUIDE

SCORE POINT 4

- You follow all directions and finish all parts of the question.
- You are able to answer the question clearly so that others can understand.
- You show that you completely understand the information that is asked about.
- You show and/or explain the quickest and best way to get an answer.
- You are able to show and explain what you know by using complex examples, by showing connections between ideas and the real world, by comparing different ideas, and/or by showing how the ideas work together.

SCORE POINT 3

- You follow the directions and finish most of the parts of the question.
- You are able to answer the question clearly so that others can understand.
- You show and/or explain that you understand the big ideas about the question but there may be a few little mistakes or wrong ideas.

SCORE POINT 2

- You follow some of the directions and finish some parts of the question.
- Your answer may not be complete but it is clear so that others can understand.
- You understand only parts of the information to answer the question.

SCORE POINT 1

- You understand only a small part of the information asked for in the question.
- You only answer a small part of the question.

SCORE POINT 0

- Your answer is completely wrong or has nothing to do with the question.

BLANK

- You did not give any answer at all.



Grade 4

Reading

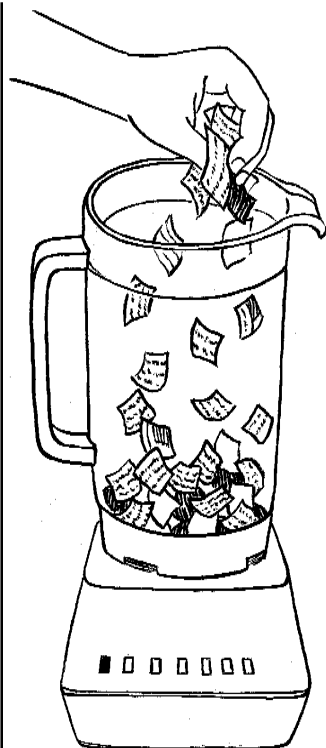
READING

Recycled Paper

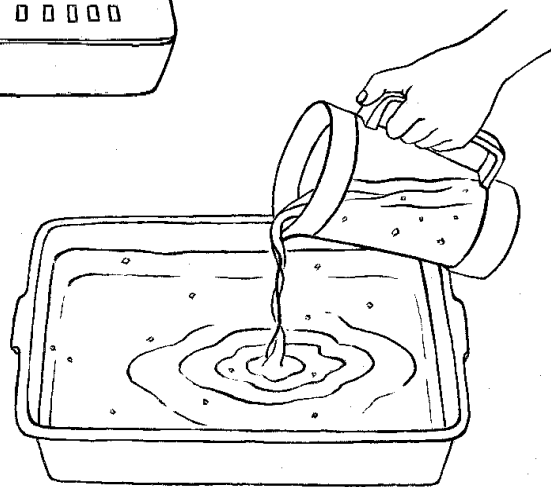
Here's how to make new paper out of old news. This paper will be grayish because of the newspaper, but the texture will be interesting when grass or tiny leaves are added. If you add herbs, such as lavender, you'll have scented paper. Handmade paper makes a wonderful gift.

You'll need

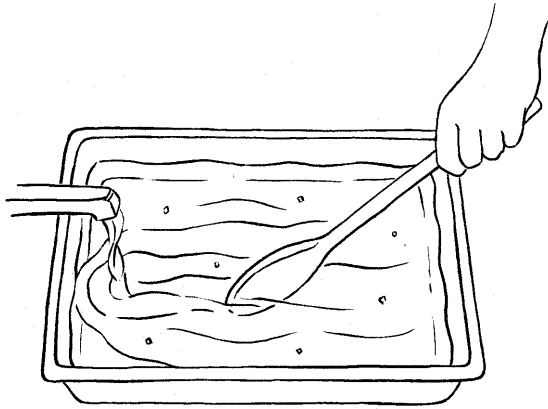
newspaper cut into small pieces
other materials, such as bits of
 used envelopes (for whiteness),
 dried grass or vegetable peelings (for
 textures), dried herbs (for scent)
a blender or food processor
warm water
a spoon
a dishpan
a piece of window screen smaller than
 the dishpan
paper towels
sheets of newspaper
a rolling pin



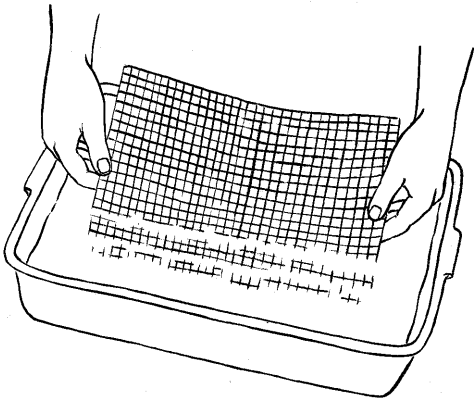
1. Put a handful of newspaper pieces and bits of the other materials into the blender. Be careful not to overfill the blender—half-full is fine. Add warm water, one spoonful at a time, and blend the materials into a mushy pulp. (The pulp shouldn't be runny.)



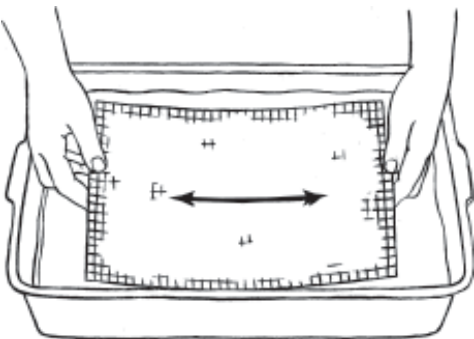
2. Pour the pulp into the dishpan. Make more pulp until the bottom of the dishpan is covered with a thin layer.



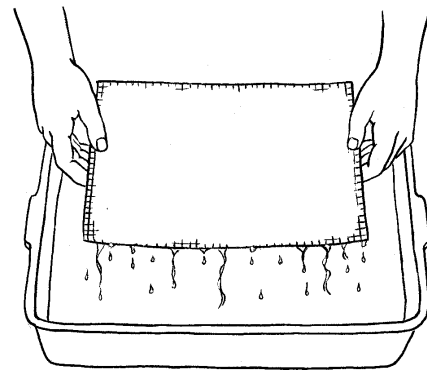
3. Add warm water to fill the dishpan more than halfway. Stir.



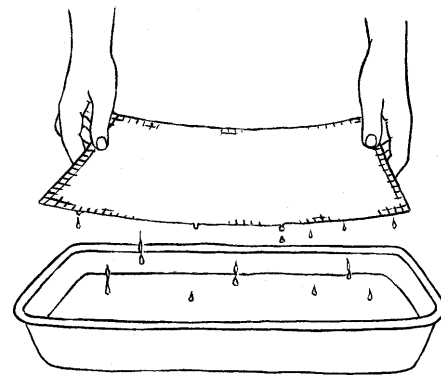
4. Hold the screen with both hands and slowly lower it into the dishpan.



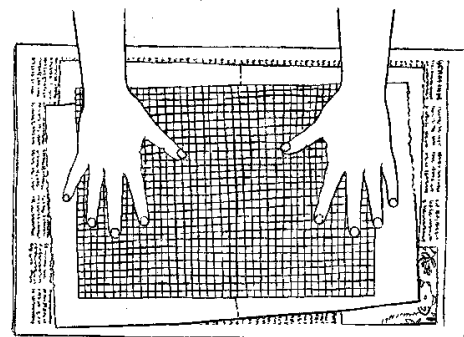
5. Shake the screen gently from side to side. You will see the pulp begin to cover the screen in a thick layer. (If the layer of pulp is thin, remove the screen and add more pulp to the dishpan.)



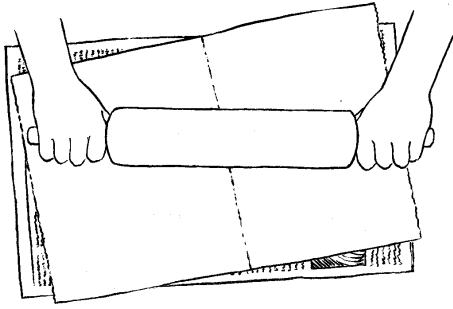
6. In one motion, lift the screen up and out of the pan.



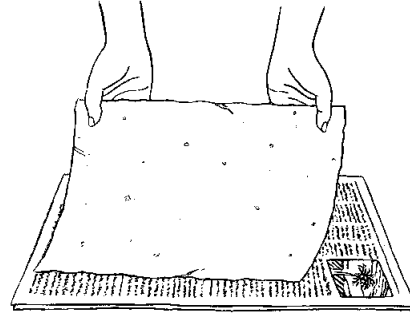
7. Let the excess water drip into the pan. (If the layer of pulp is still thin, scrape off the pulp and repeat the dipping process.)



8. Lay the paper towels out on newspaper sheets. Quickly flip the screen upside down onto the paper towels. Tap the screen so that the pulp falls onto the towels.



9. Cover the pulp with another towel and use the rolling pin to roll excess water from the new piece of paper.



10. Lay the new paper flat on sheets of newspaper and let it dry overnight. (To dry the paper quickly, ask an adult to help you iron the moisture out of it. First, cover the paper with a large sheet of absorbent scrap paper; then quickly iron it. When the pulp stops “steaming,” the paper is dry. But be careful—too much heat and the paper will burn.)

The article, “Recycled Paper,” tells you how to make recycled paper by using certain ingredients and following certain directions. In your own words, describe step-by-step how you would teach a younger child to make recycled paper. Use information from the article to support your answer.

Academic Expectation: 1.2 “Students make sense of the variety of materials they read.”

Core Content Code: 4.0.7 “Follow the directions in a passage.”

Core Content Code: 4.0.8 “Explain why the correct sequence is important.”

Recycled Paper

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly describes how to make recycled paper. Description includes all ingredients and clear paraphrasing of all steps in correct sequence. Response is supported with detailed information from the article.
3	Student generally describes how to make recycled paper. Description includes the basic ingredients and a paraphrasing of a sequential, step-by-step process. Response is supported with adequate information from the article.
2	Student provides a limited description of how to make recycled paper. Description includes some ingredients and some of the process. Response may be partially copied and/or out of sequence.
1	Student demonstrates minimal understanding (e.g., student lists some or all of the ingredients or some parts of the process or student copies steps from the article).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

If I were going to teach a younger child how to make paper, the first thing I would tell them is to gather up some old newspaper along with some white paper. Next, I would help gather up a dishpan, spoon, rolling pin, paper towels, some window screen, a blender, some herbs, and some grass. Then, I would help the child put the torn paper in the blender with the warm water and then...we would blend. Next, we would pour the freshly made pulp into a dishpan until there was a nice layer of pulp. After that, we would stir in some more warm water. Then, we would lower the screen into the dishpan. Step five, we would gently shake the screen back and forth so the pulp isn't in a big glob. Now we would lift the screen straight up and out of the dishpan. Then, we would let the pulp drip until most of the water was in the the dishpan. Next, we would lay the paper towels on some other newspaper that we didn't use and quickly flip the screen and pulp upside down onto the towels. Then, we would cover the pulp, not the screen, with another towel and use the rolling pin to squeeze the water out of the paper. Finally, we would set out the paper and let it dry overnight.

Student includes a complete list of supplies and ingredients needed to make recycled paper.

Student uses own words to describe all steps in correct sequence and uses detailed information from the article as support (e.g., shake the screen so the pulp is not in a big glob, let the pulp drip until most of the water drips back into the dishpan).

Overall, the student demonstrates an in-depth understanding of what was read and shows an ability to locate and apply relevant information in a text for an authentic purpose (i.e., teaching a younger child how to make recycled paper). The student clearly paraphrases the sequence of steps as outlined in the text.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Hi I'm Pat.* I just read a article called "Recycled Paper." I'm going to go step by step in my own words how I would explain the steps to a little child. Now I'm going to do so.

Now I'm going to do what I wrote above.

For step one I would put take little pieces of ripped up newspaper and put it in a grinder half full add warm water. One spoonful at a time until the newspaper is smushy and runny. Step two I would poor the squashy stuff into a pan in a thin lare. For three I would. Add water so the pan will be more full. Then stir it up. For four. Take a screen and lower it slowly into a dishpan. For five shake the screen side to side begin to cover the screen in a thick lare. Six lift the screen up out of the pan. For seven let the water drip into the pan. For eight lay paper towels out on the newspaper. Flip the screen upside down on the paper towels. Tap the screen to the squashy stuff. Cover the squashy stuff with another towel. Use a rolling pin to ring out water. Lay the paper on newspaper. Then let it dry. This is the way I would describe the steps to a little kid.

Student's introduction does not include any information required by the question; therefore, it does not count toward the student's score.

Student's first step correctly specifies ingredients needed to make recycled paper (i.e., paper and warm water) but includes an erroneous detail (i.e., newspaper pulp should be runny).

Student's fourth step demonstrates a possible lack of understanding of the text (i.e., referring to "a dishpan" when earlier steps had introduced "a pan" and later referred to it as "the pan").

Student generally describes all remaining steps in sequence with one unclear statement (i.e., "Tap the screen to the squashy stuff.").

Overall, the student demonstrates a general understanding of what was read as well as an ability to locate information within a text. The student paraphrases the sequential, step-by-step process required to make recycled paper, though some minor details are missing, unclear, or incorrect.

* Name has been changed.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

This is how I would teach a younger child to make recycled paper. I would tell the younger child to get newspaper, used envelopes, a blender, warm water and other materials around the house that the younger child might need. The newspaper would be to put in the blender in small pieces so the blender will not plug up and not work. The used envelopes are used fro making the paper white if you did not put used envelopes the paper would be gray because of the newspaper. The blender is used to blend up the materials we have talked about like to blend the newspaper and envelopes. The warm water is used to make the newspaper and envelopes into a mushy plump. The other materials like a spoon and a dishpan you can get those things around the house. But the spoon is used for putting in the water a spoon full at a time. The dishpan is used for putting the mushy plump in and all the reust of the stuff.

Student lists the ingredients needed to make recycled paper (i.e., newspaper, used envelopes, warm water). "Other materials around the house that the younger child might need" is unclear and therefore ignored in scoring.

Student describes some of the process of making recycled paper by explaining what some of the ingredients and supplies are for, but a clear sequence of steps is not given.

Overall, the student provides a limited description of how to make recycled paper. Because it includes several important details from the text, the response demonstrates some understanding of what was read as well as some ability to locate information in text. However, significant steps in the process are missing.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The ingredients are pan, dish pan,
vegetable pelling, spoon, Newspaper,
window screen,

Student lists some of the ingredients and supplies needed to make recycled paper but does not describe any part of the process of making recycled paper.

Overall, the student demonstrates minimal knowledge of the text and minimal ability to locate and apply relevant information in a text. However, the response contains some correct information relevant to the question, and therefore is scored a “1.”

Instructional Strategies

The open-response question for *Recycled Paper* was designed to assess students' ability to locate important information in a passage and use that information for an authentic purpose. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

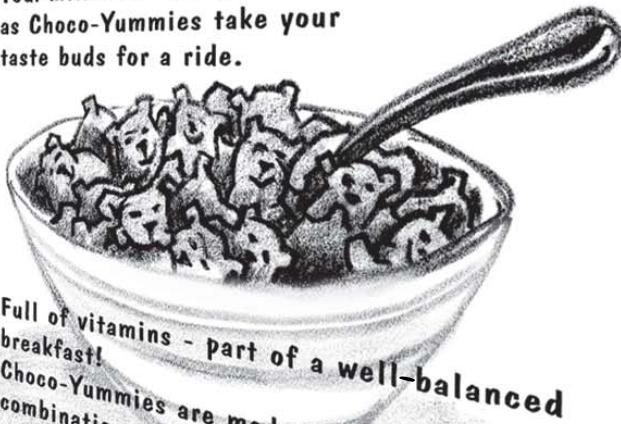
- As a homework assignment, ask students to collect examples of instructions on how to make a variety of ordinary things. In a class discussion, ask them what they can recognize as the difference between a passage that explains to the reader how to recycle newspaper by making paper and a passage that informs the reader about the history of paper or the uses of recycled paper.
- Ask students to write a “How to...” paper about something they understand well. Ask them to think about things they have learned and would like to teach others. Encourage them to think about an audience who has little or no knowledge of the process they are going to write about. After they have written, they can share their pieces, helping one another to provide all the information a reader needs in order to successfully understand a process. Such self-selected topics can range from how to make a peanut butter sandwich to how to tap dance.
- As a series of homework assignments, ask students to read a few cookbooks for children, choose a couple of recipes, and prepare one or two food items for their family. After these experiences, ask students to discuss and compare what they learned about reading and following directions. In a recipe, what are the important bits of information that a cook needs to pay careful attention to in order to successfully prepare the food item?
- Prepare for students an instructional paper on how to do some simple task or make a simple item. In this sequence of directions, include some unnecessary information and omit some necessary information. Challenge students to separate the necessary from the unnecessary information and to discover what necessary information has been omitted.
- Successful responses to the open-response question about *Recycled Paper* required students to paraphrase, or “use their own words.” The skill of paraphrasing and summarizing can be taught by helping students learn to chunk together the information that is needed and omit the words and information that is not needed.

Choco-Yummies


FREE INSIDE - CHOCO-YUMMY BEAR
 -One free Choco-Yummy Bear sponge
 Add water and watch it grow to an amazing size!

Choco-Yummies

For that chocolate taste that fills your mouth with excitement and joy! Choco-Yummies come alive and dance with glee, dancing Yummy Bears for you and me! Your milk will turn a chocolatey brown, as Choco-Yummies take your taste buds for a ride.



Full of vitamins - part of a well-balanced breakfast!
 Choco-Yummies are made from a healthy combination of whole wheat, cocoa, and sugar - together with milk these ingredients will make you as strong as a Choco - Yummy Bear!
 Yummy, tasty and delicious - that's Choco-Yummies!



Nutrition Facts

Serving Size: 3/4 cup (30g)

Servings Per Container: About 19

Amount per serving	Choco-Yummies	with 1/2 cup skim milk
Calories	130	170
Calories from Fat	30	30
% Daily Value**		
Total Fat 3g*	5%	6%
Saturated Fat 0.5g	2%	3%
Polyunsaturated Fat 0g		
Monounsaturated Fat 1g		
Cholesterol 0mg	0%	1%
Sodium 210mg	9%	11%
Potassium 45mg	1%	7%
Total Carbohydrate 24g	8%	10%
Dietary Fiber 1g	4%	4%
Sugars 10g		
Other Carbohydrates 13g		
Protein 1g		

Vitamin A	5%	10%
Vitamin C	15%	15%
Calcium	4%	20%
Iron	25%	25%
Vitamin D	0%	10%
Thiamin	25%	30%
Riboflavin	25%	35%
Niacin	25%	25%
Vitamin B6	25%	25%
Folic Acid	25%	25%
Zinc	25%	30%

* Amount in Cereal. A serving of cereal plus skim milk provides 3.5g fat, less than 5mg cholesterol, 270mg sodium, 250mg potassium, 30g carbohydrate (16g sugars) and 5g protein.

** Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Potassium		3,500mg	3,500mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

INGREDIENTS: SUGAR, COCOA, WHOLE WHEAT, NATURAL FLAVORINGS, SALT, CORN SYRUP, COCONUT OIL AND ARTIFICIAL FLAVOR, BHA ADDED TO PACKAGE TO PRESERVE FRESHNESS.

On the Choco-Yummies cereal box, there are several examples of facts and opinions.

- a. List TWO statements from the box that are opinions.
- b. Explain how these TWO statements make customers want to buy and eat Choco-Yummies.

Academic Expectation: 1.2 “Students make sense of the variety of materials they read.”

Core Content Code: 3.0.7 “Identify fact and/or opinion.”

Core Content Code: 3.0.6 “Identify an author’s opinion about a subject.”

Choco-Yummies

Scoring Guide

SCORE	DESCRIPTION
4	Student lists two statements from the box that are opinions and clearly explains how these two statements make customers want to buy and eat the cereal.
3	Student lists two statements from the box that are opinions and generally explains how these statements make customers want to buy and eat the cereal. OR Student lists one statement from the box that is an opinion and clearly explains how this statement makes customers want to buy and eat the cereal.
2	Student lists two statements from the box that are opinions and provides no explanation of how these statements make customers want to buy and eat the cereal. OR Student lists one statement from the box that is an opinion and provides a limited explanation of how this statement makes customers want to buy and eat the cereal.
1	Student demonstrates minimal understanding (e.g., student lists one statement from the box that is an opinion with no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of statements from the box that are opinions:

- "...fills your mouth with excitement and joy!"
- "...will take your taste buds for a ride."
- "...will make you as strong as a Choco-Yummy Bear!"
- "Yummy, tasty, and delicious—that's Choco-Yummies!"

How statements make customers want to buy and eat the cereal:

- Makes cereal seem fun and exciting
- Makes cereal appealing to kids
- If kids want cereal, this will influence parents to buy it
- Makes kids (and parents) think that cereal will make kids stronger

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

a. Choco-Yummies is a type of cereal with many statements on the box. Some of these statements are opinions, which are something that somebody thinks, but aren't necessarily true to everyone. One opinion on the box is, "For that chocolate taste that fills your mouth with excitement and joy!" That is an opinion, because it might fill someone's mouth with excitement and joy, but not everyone's. Another opinion is when they state, "Yummy, tasty and delicious - that's Choco Yummies!" That is an opinion, because although some people may think it is yummy, tasty and delicious, others may not.

These two opinions were put on the box to make customers want to buy and eat Choco-Yummies. They make customers want them because customers think they really have a taste that fills your mouth with excitement and joy, and want to experience that taste for themselves. It's obvious that they would want something that's yummy, tasty and delicious, so they see on the box where it says, "Yummy, tasty and delicious - that's Choco-Yummies!" and they want to buy and eat it, because they think it will be yummy, tasty and delicious. With enough good advertizing, anything can be sold.

Student explains what an opinion is. Because this is not required by the question, it does not count toward the student's score.

Student gives two statements from the box that are opinions. Explanations for why each statement is an opinion are not required by the question and do not count toward the student's score.

Student clearly explains how these statements make customers want to buy and eat the cereal.

Overall, the student demonstrates a developed understanding of fact and opinion when reading persuasive text and an ability to interpret the purpose of a persuasive text. The student identifies statements from the box that are opinions and clearly explains how these statements might influence consumers to buy the cereal.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- A Two statements from the box that are opinions are will make you as strong as a bear. Another opinion is when they say Yummy tasty and delicious thats Choco Yummies
- B These two statements make customers want to by Choco-Yummies are They would think they would taste good because other people tried them and thought they were yummy, tasty and delicious. People will also think that Choco-Yummies will make you very strong

← Student lists two statements from the box that are opinions.

← Student generally explains how these statements make customers want to buy and eat the cereal.

Overall, the student demonstrates a developed understanding of fact and opinion when reading persuasive text and a general ability to interpret the purpose of a persuasive text. The student identifies two opinions from the Choco-Yummies box and generally explains how these statements would make customers want to buy the cereal. The explanations are general because they do not go beyond the wording on the box (i.e., people will think they are yummy, tasty and delicious; people will think they make you strong).

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Two statements that are opinions are It fills you with excitement and joy, also Choco Yummies will take you for a ride.

They would put statements like Choco yummys come alive and dance with glee because they want people to by there ceareal.

Student lists two statements from the box that are opinions.

Student reiterates from the question that these statements will make people want to buy and eat the cereal, but does not explain how.

Overall, the student demonstrates a general understanding of fact and opinion when reading persuasive text and a limited ability to interpret the purpose of a persuasive text. The student identifies two statements from the box that are opinions and provides no explanation of how the statements could make customers want to buy and eat the cereal.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

They put things on the box to draw
atison and give free stuf so you will bye
the cirler it don't even give you jou
thay just say that.

Student identifies one reason that opinions might be printed on a cereal box (i.e., to draw attention so you will buy it).

Student identifies part of a statement from the box that is an opinion (i.e., it doesn't really give you joy, they just say that).

Overall, the student demonstrates minimal understanding of the text and minimal understanding of fact and opinion when reading persuasive text. The student identifies only part of a statement from the box that is an opinion (i.e., gives you joy) and one way that opinions might make customers want to buy the product (i.e., it draws attention).

Instructional Strategies

The open-response question for *Choco-Yummies* was designed to assess students' ability to (1) make sense of the variety of materials they read, (2) identify fact and/or opinion, and (3) identify an author's opinion about a subject. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- As a homework assignment, have students collect advertisements in which both facts and opinions appear. Ask them to highlight some facts in one agreed-upon color (e.g., yellow), and then to highlight some opinions in another agreed-upon color (e.g., pink). In class, students can show their homework to one another, seeking confirmation of their classifications of facts and opinions.
- Using a collection of a few persuasive passages as well as a few practical/workplace passages, have students generate a list of the characteristics of *each* of the two kinds of writing. Let the students know they are expected to be able to articulate how they can tell one kind of passage from another. In addition, have the students articulate the author's purpose for writing each passage. For the persuasive passages, ask students to discuss what they recognize as the author's opinion or stance on the subject of those passages. Highlighters can be used to identify the sentences in the texts that reveal the author's opinion.
- Help students understand that when attempting to persuade a reader, an author thinks very carefully about what might appeal to the anticipated reader. Whether the persuasive piece is an advertisement or a passage explaining why kids need to be careful when riding bikes, students enjoy discovering the language an author purposefully used in order to successfully persuade.
- Teach students to understand that an opinion is a belief or judgment that a person holds firmly without actual proof of its truth; it is a view held as *probable*. The students can then generate an appropriate class list of commonly held opinions that kids have.

- Teach students to understand that a fact is something that is known to be true or to exist. The students can then generate an appropriate class list of easily observed and recognized facts from the world around them.
- Present a collection of book reviews to students, asking them to separate out facts about the books from opinions held about the books. Students can then write reviews of self-selected books they have independently read.
- Teach students the language that can help them recognize opinions. For example, if a statement reflects an emotion or contains extreme language, it is most likely to be an opinion rather than a fact. Challenge them to find examples of facts that contradict that rule.



The Blackberry Pie

by Linde Pilcher

"Little Joe!"

There it was, Ma's voice coming on the wind.

Little Joe sighed. There was nothing he'd rather do on a summer day than lie here in the meadow and watch cloud pictures in the sky. Right now a giant spaceship was headed for the far horizon. Maybe if he kept very still, Ma would stop calling.

"Little Joe!"

That was another thing! He was nine years old! Time they quit calling him Little Joe.

His mother called again, loud and cranky. No use. She always seemed to know when he was being lazy.

"Comin', Ma," he shouted back.

Slowly he rose and shuffled down the path, his bare feet making soft curls in the dust. He opened the screen door and entered the kitchen where Ma parceled out the chores. On the table were three shiny buckets.

"One for you, Little Joe, one for Matthew, and one for Mary."

Matthew and Mary were the twins, tow-headed and freckled like he used to be when he was five years old. He was always getting stuck with them. Wouldn't you think Ma would know that he'd rather be with big kids like himself?

"I hear there's a good crop of wild blackberries on that logged-off land behind the mill," Ma said. "Fill your buckets, and I'll make each of you a little pie."

Joe headed out the door, Matthew and Mary trailing after him.



"Don't let the twins play in the creek, Little Joe. Don't you play there, either."

"Yes, Ma."

A short walk down an old logging road brought them to the berry patch.

"Can we pick with you, Joe?" asked Mary.

"We'll do better if we each find a patch," Joe replied.

Blackberry vines twined around every log and stump, and it wasn't hard to find spots for Mary and Matthew. Little Joe watched carefully to be sure that the twins were busy picking, then he headed for the creek, stopping now and then along the way to pick berries.

When he looked at his bucket, he saw that it was already a quarter full. He was bigger than Mary and Matthew and he could pick much faster. Surely Ma wouldn't mind if he took a minute to catch a polliwog or maybe even a bullhead.

He slid down the bank to the stream. It was running low at this time of the year, and mud oozed through his toes and dirtied the water. A skipper darted across the ruffled surface of the stream, and a tiny frog hopped out of his way. If there was anything he liked better than cloud-watching, it was playing in the creek.

He sailed little twig boats downstream, skipped rocks, and looked for polliwogs lying in pools beside the creek bed. If he could find a polliwog, he would put it in his goldfish bowl and watch it turn into a frog.

It seemed that he'd been down at the creek for only a few minutes when he heard Mary call, "I nearly got my bucket full."

"Oh my gosh," exclaimed Little Joe. His bucket was no fuller than it had been when he'd slid down the bank. Berries just didn't grow in the shade and the wet.

Quickly he took off his shirt and poured his berries into it. He filled his bucket half full with shiny rocks from the creek bed, dumped the berries on top, and put his shirt back on. He scrambled up the bank and began picking berries as fast as he could. By the time Mary and Matthew had their buckets full, his was up to the top.

Little Joe felt good walking home. Their buckets were all alike. Ma wouldn't know whose bucket had the rocks. Anyway, it was halfway full of berries, plenty for a pie.

Joe could smell the pies baking as he swung in the big tire in the fir tree. Ma was going to give them berry pie and a big glass of milk for lunch. If there was anything he liked, it was wild blackberry pie.

Finally Ma called them to wash up. They sat down at their usual places. Mary and Matthew started eating the golden brown pies in front of them, but Little Joe wanted to think on his a minute. Which side should he eat first? That was easy to decide. The side nearest. He set to it.

His fork broke through the crust and stopped. Something was wrong. His pie was not like Mary's or Matthew's. It was half full of rocks and berries – just like his pail. How could Ma have known that bucket was his?

Little Joe sneaked a look at his mother, but she was not looking at him. He drank his milk and quietly left the table.

"Sometimes," he whispered to himself, "it's spooky the way Ma always figures things out."



Little Joe's mother made his pie different from the others. Explain why she did that. Use examples from the story to support your answer.

Academic Expectation: 1.2 "Students make sense of the variety of materials they read."

Core Content Code: 1.0.9 "Explain a character's actions based on a passage."

Core Content Code: 1.0.6 "Explain the meaning of a passage taken from texts appropriate for elementary school students."

The Blackberry Pie

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly explains why Ma made Little Joe's pie different from the others. Student uses examples from the story to support the explanation.
3	Student generally explains why Ma made Little Joe's pie different from the others. Student uses examples from the story to support the explanation.
2	Student provides a limited explanation of why Ma made Little Joe's pie different from the others. Student may or may not use examples from the story to support the explanation.
1	Student demonstrates minimal understanding (e.g., student provides a reason why Ma made Little Joe's pie different from the others with no explanation).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of reasons why Little Joe's mother made his pie different from the others:

- She wanted to teach him a lesson.
- She knew Little Joe well.
- Cheating and lying has a price, and Joe's price was getting a pie with rocks.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

Little Joe's mother made his pie different from his brother's and sisters because....

First, Little Joe had put his bucket half full with shiny rocks. His mother filled his pie half full of rocks because that was what was in Joe's bucket.

Next, Joe's mother made Joe's pie different from the others because Joe had said he wouldn't get in the creek, but yet he did it any way.

Further, Joe had cheated a lyed both of these are horrible things to do. Especially doing it to your mother.

As you can see, cheating and lying or any other thing like that has a price. Joe's price was getting a pie that was half full of rocks and berrys. Just like Joe's bucket was.

Student clearly explains one reason why Ma made Little Joe's pie different from the others (i.e., “because that was what was in Joe's bucket.”)

Student clearly explains a second reason why Little Joe's pie was different (i.e., he said he wouldn't get in the creek, but he did it anyway).

Student summarizes the reasons why Little Joe's pie was different (i.e., he cheated and lied and had to pay the price).

Overall, the student demonstrates in-depth knowledge of the text, including inferential as well as literal understanding. The student clearly explains why Ma made Little Joe's pie different from the others. The student's explanation is supported by relevant, explicit, text-based information.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Little Joe's mom made his pie different from his brother's and sisters pies because Little Joe cheated. His sister and brother was picking blueberries from the blueberry bush and he slipped down to the creek. And he was trying to catch a polliwog. His sister said she was finished, and he said, "Oh my gosh!" He took off his shirt and put blueberries in it. Then he put rocks in his bucket. He put the blueberries in the bucket and put his shirt back on. Then, when his mother cooked it, he put his fork in the pie and it stopped. The rocks was in there with the blueberries. She knows little Joe real well. She knows he didn't fill the bucket up like he was supposed to.

Student generally explains why Ma made Little Joe's pie different from the others (i.e., "because Little Joe cheated").

Student uses examples from the story to support the explanation (e.g., "he slipped down to the creek," "he was trying to catch a polliwog," "he put rocks in his bucket").

Student recounts some of the story without linking it explicitly to the question (e.g., "His sister said she was finished, and he said, 'Oh my gosh!'"); this does not count toward or against the student's score.

Student repeats why Ma made his pie different from the others (i.e., she knew he didn't fill his bucket with berries like he was supposed to).

Overall, the student demonstrates general knowledge of the text, including some inferential as well as literal understanding. The response presents a general explanation why Ma made Little Joe's pie different from the others with some key details from the text as support.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

She did that because he only picked a quarter full of black berry's the rest was rocks. So he got what he gave her.

Student provides one example from the story (i.e., he had berries and mostly rocks in his bucket).

Student's explanation is limited (i.e., he got what he gave her).

Overall, the student demonstrates literal knowledge of the text. The student provides a limited explanation of why Ma made Little Joe's pie different from the others and supports it with one example from the story.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

She made Little Joe's pie different from the others because he is probably the littlest and he probably won't eat it all and he put rocks in his pail.

Student offers two incorrect reasons why Ma made Little Joe's pie different from the others (i.e., he is the littlest, he won't eat it all).

Student gives one correct reason why Ma made Little Joe's pie different from the others (i.e., "he put rocks in his pail").

Overall, the response demonstrates minimal knowledge of the text. The student provides one correct reason why Ma made Little Joe's pie different from the others. The response contains no other details from the story.

Instructional Strategies

The open-response question for *The Blackberry Pie* was designed to assess students' understanding of why characters in a literary passage do what they do and their understanding of the meaning of a literary text. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Using a stool in front of the class, invite students to assume the role of a character from a piece of literature known by the whole class. Proceeding one at a time, a student volunteers to sit on this “hot seat” and answer questions from the class. Questions will often be about the why of their actions, and the students' responses will be based on their understanding of that character gained from the reading and their knowledge of human behavior.
- Provide regularly scheduled opportunities for students to respond in writing to literature they have read independently. In these journal/log entries, students can repeatedly explore possibilities as to why characters in stories do what they do. As they explore and explain a character's behaviors by reflecting upon their own understanding of human behaviors, students strengthen their concepts and skills of interpretation. In addition to these written personal reflections, require the students to substantiate their speculations about character behaviors with evidence from the text.
- Present anonymous examples, a few well written as well as a few poorly written, of students explaining literary characters' motivations and behaviors. Help the students generate a list of reasons why some examples are better than others. This list then becomes specific expectations for student work.
- At another time, present, side by side, two anonymous, student-written papers, *both of equal length*. The two papers should relate to a chapter book currently being read in class. One paper should be only a detailed retelling of the events in the book, and the other paper should be one that offers an explanation or interpretation of a character's actions and uses appropriate examples from the story to support the interpretation. Tell the students that one of these papers received a higher grade than the other. Have the students work in small groups and ask them to evaluate each paper, predict which one was graded higher than the other, and list the reasons for that evaluation.

- Read aloud picture books in which a character does something unexpected. Then facilitate discussions in which students offer explanations of the character's behavior. Keep reminding the students to supply reasons and examples from the story to support their explanations and interpretations. Some good examples of this kind of picture book are *Dr. DeSoto* by William Steig, *Officer Buckle & Gloria* by Peggy Rathman, and *Metropolitan Cow* by Tim Egan.
- Reinforce the skill of using examples to support interpretations by continually requiring students to cite text examples in class literature discussions.
- Use large themes to structure units of short stories, chapter excerpts, and picture books. Throughout the reading of these units, have students participate in small and whole group discussions as well as write journal/log entries where they use examples from their own lives as well as examples from the texts to explain the actions of selected characters. In addition, these discussions and written pieces can compare/contrast characters found in different texts, exploring/explaining their separate behaviors. Such themes as the power of friendship, the need for courage, the value of family, the struggle for survival, the joy of laughter, and the wisdom of grandparents work well. (The themes should be ideas and not things, e.g., "bears" is not an idea and thus not a theme that lends itself to exploring character motivation.) Celebrate the end of such a unit by having a "character party." For instance, after choosing a favorite character they have read and written about, students come to school dressed as that character and assume the characteristics of that character for one school day.
- As a topic for partner discussion, ask students to choose a character in literature they know well. Ask them to imagine the next year in the life of that character, predicting something that might happen to the character and what the character will do in response. Partners then present their ideas to the class, who judge the believability of the ideas based on the group's knowledge of that character.

- Understanding characters' actions and explaining meaning in literary texts require students to go beyond literal retellings and to instead *interpret*, or read between the lines, in stories. Nowhere in the text of *The Blackberry Pie* does the author explicitly state why the mother made Little Joe's pie different from the others. Rather, the author implies that the mother wished to teach her son a lesson. Picture books can provide effective class discussions in "reading between the lines." Some examples of the many picture books in which little is explicit but much is implied are: *The Man Who Kept His Heart in a Bucket* by Sonia Levitin, *Piggybook* by Anthony Browne, *An Angel for Solomon Singer* by Cynthia Rylant, *The Wall* by Eve Bunting, and *I Can Hear the Sun* by Patricia Polacco.

What is a FEVER?

You know the feeling. You feel hot. A chill races through your body, causing an instant shiver. Your cheeks are flushed a rosy pink; you feel weak and sleepy. You have little interest in food. You want only a sip of cool water for your dry, scratchy throat. You know the feeling. It's a fever....

MEASURING A FEVER

It is important to know if you have a fever. The easiest way to find out is by checking your body temperature with a thermometer.

The most common way to measure your temperature is to place a thermometer under your tongue and close your mouth. This usually takes three to five minutes, depending on the type of thermometer used. Drinking a hot or cold beverage will alter the thermometer reading, so if you have eaten, it is best to wait 30 minutes before checking your temperature. If your temperature falls between 99 and 101 degrees F, then you have a low-grade fever.



Anything from 101 degrees F to 103 degrees F is considered a moderate-grade fever and may need the attention of a doctor. A body temperature of 104 degrees F or above should be brought to a doctor's attention immediately.

TREATING A FEVER

You need to know how high your body temperature is so that you can treat the fever properly. When you have a fever, your body is working hard to fight off infection and rid the body of germs. It uses up fluid and energy quickly.

By drinking cool liquids, such as juices and water, you will help replace the lost fluids and help reduce the body's temperature. Wear light-weight clothing to allow air to cool the body naturally.

Resting also will help. This allows the body to conserve its energy. Most schools ask that you stay home when you have a fever. By staying home, you prevent the spread of germs to other students.

A cool bath may refresh you. The bathwater temperature should be about 70 degrees F.

It is important to tell an adult how you feel. Perhaps you will need to take medication to reduce a moderate to high fever. An adult will be able to help determine that.

Acetaminophen is most commonly used to reduce a fever. It is not recommended that you take aspirin if you are under age 19. A dangerous condition called Reye's syndrome can develop, causing fatal liver damage. It is always best to check with an adult before taking any medication!

Even though it is no fun to have a fever, this is one way your body tells you that something is not quite right. As you learn to listen to your body, you will see it is working hard to keep you a happy and healthy person.

A fever causes changes in a person's body.

- a. Describe THREE ways that a fever changes a person's body.
- b. Using examples from the article, explain THREE ways that a fever can be treated.

Academic Expectation: 1.2 “Students make sense of the variety of materials they read.”

Core Content Code: 2.0.8 “Identify main ideas and details that support them.”

Core Content Code: 2.0.10 “Connect the content of a passage to students’ lives and/or real world issues.”

What is a Fever?

Scoring Guide

SCORE	DESCRIPTION
4	Student describes three ways that a fever changes a person's body and clearly explains three ways that a fever can be treated. Response is supported with detailed information from the article.
3	Student describes three ways that a fever changes a person's body and generally explains three ways that a fever can be treated. Response is supported with some information from the article. OR Student describes two ways that a fever changes a person's body and clearly explains two ways that a fever can be treated. Response is supported with detailed information from the article.
2	Student describes two or three ways that a fever changes a person's body and identifies two or three ways that a fever can be treated with limited or no explanation. OR Student describes three ways that a fever changes a person's body or generally explains three ways that a fever can be treated. OR Student describes one way that a fever changes a person's body and clearly explains one way that a fever can be treated.
1	Student demonstrates minimal understanding (e.g., student lists one or two ways that a fever changes a person's body or student lists one or two ways that a fever can be treated).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Examples of ways that a fever changes a person's body:

- Body feels hot
- Chills run through the person's body
- Cheeks flush
- Body feels weak, sleepy
- Person has little interest in food
- Throat is dry and scratchy

Examples of ways that a fever can be treated:

- Drink cool liquids, such as juices and water
- Wear light-weight clothing to allow air to cool the body
- Rest the body to help conserve its energy; stay home to help prevent the spread of germs to other students
- Take a cool bath with the bathwater at 70 degrees F
- Take acetaminophen to reduce fever (Aspirin can be dangerous if you are under 19 years old.)

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

Part a.

One way a fever changes a **persons** body is by making your body feel hot and tired. Also your body will feel like you need a drink of water for your scratchy and dry throat. Another way a fever changes your body is by making it feel like you only want a little bit of food, but barely any.

Part b.

One way a fever can be treated is by resting. When you rest it saves your **bodies** energy. Another way a fever can be treated is by drinking cool liquids for ex. water and juice to help replace the lost fluids and decrease the body temperature. Also a fever can be treated by taking a cool bath. A cool bath will refresh your body. The temperature the water needs to be is about 70° Fahrenheit.

Student describes three ways that a fever changes a person’s body (i.e., your body will feel hot and tired, your throat will feel scratchy and dry, you will have a poor appetite).

Student clearly explains three ways that a fever can be treated (i.e., resting saves energy, drinking cool liquids helps replace lost fluids and decrease body temperature, taking a cool bath refreshes your body).

Overall, the student demonstrates in-depth knowledge of the text and the ability to locate and apply information for authentic purposes. The student describes three ways a fever changes a person’s body and not only identifies ways that a fever can be treated (e.g., resting), but also uses details from the article to explain why they work (e.g., resting saves energy).

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The 3 ways a feaver can change a persons body are they don't want to eat hardly. You want to drink because your dehidrated and your throut is scratchy. These are the 3 things feaver changes peoples bodies.

3 ways from the article how you can treat peoples feavers are resting alot, taking a cool bath about 70° F may refresh you and by drinking cool liquids may help bring the feaver down. Those are things that can help your feaver and the ways feavers can chang your body.

Student describes three ways that a fever changes a person's body (i.e., you will have a poor appetite, you will be dehydrated and thirsty, you will have a scratchy throat).

Student identifies three ways that a fever can be treated (i.e., resting, cool bath, drinking cool liquids), and explains two of them using details from the article as support (i.e., a cool bath may refresh you, drinking cool liquids may bring the fever down).

Overall, the student demonstrates general knowledge of the text and some ability to locate and apply information. The student describes three ways a fever changes a person's body and identifies three ways that a fever can be treated. One of the ways a fever can be treated is not explained at all. Nonetheless, the response demonstrates an ability to recognize main ideas and support some of those ideas with accurate and clear details.

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Three ways a temparuture changes a persons body is...

- You feel hot.
- An instant shiver.
- Your cheeks are red.

A fever can be treated by...

- Drinking cool liquids.
- Wear ligh weight clothing.
- Rest.

Thats all.

Student describes three ways that a fever changes a person's body.

Student identifies three ways that a fever can be treated and gives no explanation for any of them.

Overall, the student demonstrates a literal understanding of the text and some ability to locate information in the text. The student provides a list of three ways a fever changes a person's body and lists three ways that a fever can be treated, but none of the ways a fever can be treated is explained.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Whan you have a low degree fever anything thats over 101 degrees f- is considered a moderate degree fever anything over 104 degrees F.- above should be brought to the doctors office.

Student identifies one way a fever can be treated (i.e., go to the doctor's office).

Overall, the student demonstrates a minimal understanding of the text and a limited awareness of main ideas in the text.

Instructional Strategies

The open-response question for *What is a Fever?* was designed to assess students' understanding of the main ideas in an informational passage and the details that support those main ideas, as well as their ability to connect the content of a passage to their own lives. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Provide many opportunities for students to independently read informational texts other than those found in textbooks. Magazines written for children are good sources (e.g., *Time for Kids*, *Sports Illustrated for Kids*, *National Geographic World*, *Ranger Rick*, *Nickelodeon Magazine*).
- Use magazine articles as the content of whole-class lessons. Teach specific strategies for students to use when making sense of these informational passages and when identifying the main ideas and the details that support them. Examples of these strategies are rereading confusing parts, separating old from new information, paraphrasing, clustering or mapping, outlining, etc. Help students understand the necessity for tolerating periods of ambiguity and confusion when reading difficult informational texts, as this internal state often precedes comprehension.
- Provide repeated opportunities for students to respond in writing to nonfiction and informational passages. In these responses, students can repeatedly experiment with the above strategies and learn which ones work best for them.
- In class discussions and in written responses to information passages, model for students and require them to connect the content of the passages to their own lives as well as the wider world around them.
- Teach students that not all nonfiction information is written in the style of a textbook. Sometimes information is presented as a narrative (a story of an actual event). Narrative writing is chronologically structured rather than structured by the information itself. These informational narratives also have main ideas and details that support them. Some good examples of nonfiction/informational narratives are picture books such as *The Great Kapok Tree* by Lynne Cherry, *Castle* by David Macaulay, *The Mother Whale* by Edith Thacher Hurd and Clement Hurd, *Math Curse* by Jon Scieszka, and, of course, the whole *Magic School Bus* series.

- Teach students how to use graphic organizers to help them make sense of informational passages, separate out main ideas from the details that support them, and connect content to their own lives.
- Teach students strategies for demonstrating their understanding of informational passages such as paraphrasing, commenting, summarizing, quoting, questioning, making graphics, etc. Teach these strategies both as mental strategies to be used while interacting with and comprehending informational text, as well as strategies to show comprehension after reading the text.
- Teach students to recognize and use text features such as bold face type, larger print headlines, and italic print; these are strategies authors often use to signify main ideas.



Grade 4

Science

SCIENCE

Paper Cup Telephone

Beth has made a telephone using two paper cups and a string. When she talks into one paper cup, her friend Joe can clearly hear her words through the other paper cup.



- Explain how the paper cup telephone works.
- Name TWO other examples in which sound can travel through solids.

Academic Expectation: 2.4 “Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.”

Core Content Code: 1.2.4 “Vibration is a type of motion. Sound is produced by vibrating objects. The pitch of the sound can be varied by changing the rate of vibration.”

Paper Cup Telephone

Scoring Guide

SCORE	DESCRIPTION
4	Student clearly explains how the paper cup telephone works. Student names two other examples in which sound can travel through solids.
3	Student generally explains how the paper cup telephone works. Student names at least one other example in which sound can travel through solids.
2	Student provides a limited explanation of how the paper cup telephone works. Student names one other example in which sound can travel through solids. OR Student generally explains how the paper cup telephone works or names two other examples in which sound can travel through solids.
1	Student demonstrates minimal understanding (e.g., student provides a limited explanation of how the paper cup telephone works with no other examples or student names one other example in which sound can travel through a solid without explaining how the paper cup telephone works).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Science Behind the Question:

Sound waves travel by Beth's voice causing the particles in the string to vibrate. The vibrating particles cause the ones next to them to vibrate and the wave travels down the string until it reaches Joe's ear on the other end. Then the vibrations are passed on to his ear and he hears what Beth said. Sound also travels through the air when the particles in the air vibrate. Sound travels faster through solids because the particles are closer together so the vibrations can pass more easily. Other examples of sound traveling faster through solids than air would include putting your ear to a wall to hear people talking on the other side or putting your ear to the ground to hear something coming (footsteps, a train, etc.).

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

When you talk into the paper cup, the sound vibrates the cup. The movements of the cup **causes** the string to also vibrate. The sound travels through the string and into the other cup.

If you put your ear to the top of your desk and knock or hit it you can hear it. If you go to the end of a rail on a fence and put your ear on it and your friend goes to the other end and knocks you can hear her/him knocking!

← Student clearly explains how the paper cup telephone works.

← Student names two other examples in which sound can travel through solids (i.e. desktop, fence rail).

Overall, the student demonstrates an appropriate understanding of the relationship between sound and vibration. The student clearly explains how the paper cup telephone works, including the role vibration plays in making sound. The explanation is considered clear because it is relevant, accurate, and includes some detail. The response presents two other examples in which sound can travel through solids.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. The paper cup telephone works because the sound waves travel through the string. That's how the paper cup phone works.

B. Two other ways sound can travel through solids are if you and your friend hit one side of a pole and put your ear on the pole you can hear it. Also if you hit your desk and your friend two desks down can hear it with his ear against his desk.

Student generally explains how the paper cup telephone works.

Student names two other examples in which sound can travel through solids (i.e., pole, desktop).

Overall, the student demonstrates a general understanding of the relationship between sound and vibration (i.e., sound waves). The student's explanation is considered general because it is relevant and accurate, but lacks detail (i.e., does not explain where the vibration originates or what the cups are for).

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

a.) When one person talks the other person puts the cup to his ear and feels the vibration.

b.) 1. Put a glass against a wall to hear someone in the next room.

2.

Student provides a limited explanation of how the paper cup telephone works.

Student names one other example in which sound can travel through solids (i.e., a glass placed against a wall).

Overall, the student demonstrates a limited understanding of the concept of sound. The student's explanation of how the telephone works is limited because it does not include the concept of sound waves/vibration or the purpose of the string.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The Paper cup telephone works by 2 paper cups, and a string one end of the string is hooked to the bottom of the cup and the other end of the string is hooked to the bottom of the other cup, and the voice travels through the string, and to the other person. Here are two examples in which sound can travel through solids, sound can travel through phones, and computers.

Student provides a limited explanation of how the paper cup telephone works.

Student names two incorrect examples.

Overall, the student demonstrates minimal understanding of the concept of sound. The student's explanation of how the telephone works is limited because it does not include the concept of sound waves/vibration. Both of the student's examples are invalid because they involve technology other than sound traveling through solids.

Instructional Strategies

The open-response question *Paper Cup Telephone* was designed to assess students' understanding of the causes of sound, its means of transmission through a medium, and its transmission through a new medium. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities. (Be sure to determine if any student has auditory difficulties or deafness.):

- Observe sound traveling through a variety of mediums (solids, liquids, gases).¹
- Model sound vibrations using a ruler extended over the edge of a table. Investigate how the length of the ruler affects the pitch of the sound produced.²
- Place their fingers on their voice box and compare how it feels when they exhale without making a sound vs. when they make a low hum. Repeat with different pitches.
- Strike a tuning fork. Listen to the sound through the air; then place the handle of the tuning fork on the student's skull or upper jaw. Compare the sounds.
- Listen to their own voices on a tape and compare that sound with the sound they hear, including bone conduction through their heads.
- Strike a tuning fork and place the tines in a clear glass bowl filled with water. Observe the vibrations.
- Turn a stringed instrument upside down. Place a few grains of sand on its back. Stroke the strings and watch the sand vibrate. Note any difference of vibration with pitch.
- Observe "stereo sound" by placing the end of one open tube to each ear and scratching on the tube.³

- Build a music instrument with three to five pitches by stretching rubber bands to different lengths, using different thicknesses of rubber bands or string, using glasses with different amounts of water in them, etc.
- Use a stethoscope and learn how it works.

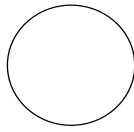
¹ “The Phenomenon of Sound: Waves” from Discoveryschool.com, at: <http://school.discovery.com/lessonplans/programs/soundwaves/>

² “Twang” from *Physics for Every Kid* by Janice VanCleave

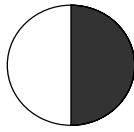
³ “Stereo Sound” from the Exploratorium Snackbook, at <http://www.exploratorium.edu/cmp/exnet/exhibits/group6/stereo/>

Phases of the Moon

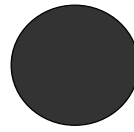
As the moon revolves around Earth, it appears to change shape. It changes from a full moon to a quarter moon to a new moon to a quarter moon again.



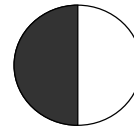
full
moon



last
quarter



new
moon



first
quarter

- a. What is the source of the light of the moon?
- b. Make a picture of the sun, Earth, and the moon that SHOWS why a quarter moon looks the way it does.

Academic Expectation: 2.2 “Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.”

Core Content Code: 2.3.3 “Changes in movement of objects in the sky have patterns that can be observed and described. The Sun appears to move across the sky in the same way every day, but the Sun’s apparent path changes slowly over seasons. The moon moves across the sky on a daily basis much like the Sun. The observable shape of the moon changes from day to day in a cycle that lasts about a month.”

Phases of the Moon

Scoring Guide

SCORE	DESCRIPTION
4	Student names the sun as the source of light of the moon. Student's picture of the sun, Earth, and the moon clearly shows why a quarter moon looks the way it does.
3	Student names the sun as the source of light of the moon. Student's picture of the sun, Earth, and the moon generally shows why a quarter moon looks the way it does.
2	Student names the sun as the source of light on the moon and describes that sunlight reflecting off the moon's surface is what is seen from Earth. Student's picture is incorrect or missing.
1	Student demonstrates minimal understanding (e.g., student names the sun as the source of light on the moon without discussing reflection; student's picture is incorrect or missing).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Science Behind the Question:

The phases of the moon occur because the moon is seen by reflected sunlight and the moon is in orbit around Earth. When the moon is positioned between Earth and the sun, sunlight is reflecting off the side facing the sun; thus, we see a new moon (no reflection). When the moon is on the opposite side of Earth from the sun, the entire surface reflects light and we see a full moon. During the time the moon is halfway between these two positions, the half of the moon facing the sun is reflecting light. One half of the half facing us reflects light and we see a quarter moon.

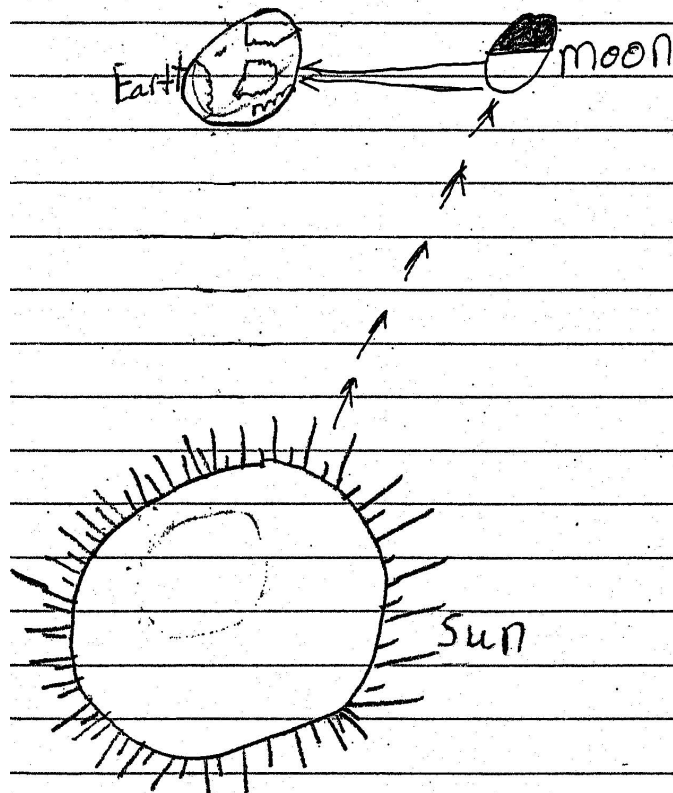
Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

In the level “4” student response below, up to three errors related to writing skills are highlighted with light gray shading. These errors have no impact on scoring because the response is understandable.

Student Response

The moon has no light of **it's** own. All of **it's** light comes from the sun.



Student names the sun as the source of the light of the moon.

Student's picture clearly shows why a quarter moon looks the way it does.

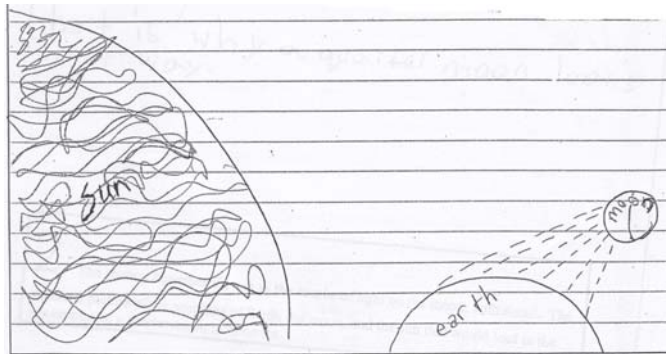
Overall, the student demonstrates appropriate knowledge relating to why a quarter moon looks the way it does. The student's drawing is accurate and complete.

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

The light source of the moon is the sun. At night, we can't see the sun, but we can see the moon. When the moon is reflecting sunlight, that is what takes its shape, and that is why we see a full moon, quarter moon, or a half moon.



Student names the sun as the source of the light of the moon.

Student's picture is partially correct but does not show that the sun is the source of light (i.e., missing arrows/lines from sun to moon).

Overall, the student demonstrates general knowledge relating to why a quarter moon looks the way it does. The student's drawing is correct but incomplete.

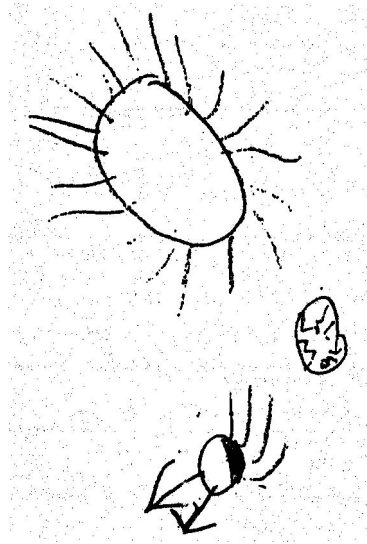
Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

(A) The source of the light of the moon is that it comes from the light of the sun reflecting off of the moon. When it reflects off the moon, it hits the earth so people can see the moon.

(B)



That is why a quarter moon looks That way.

← Student names the sun as the source of light of the moon and correctly discusses the concept of reflection.

← Student's picture is incorrect.

Overall, the student demonstrates limited knowledge relating to why a quarter moon looks the way it does. The student correctly names the sun as the source of light of the moon. Although the student's drawing is incorrect (i.e., the shadow is incorrectly drawn so that the moon would not be visible from Earth, the arrows/lines from sun to moon are missing), the discussion of the reflection of sunlight off of the moon's surface demonstrates some knowledge.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

A. The source of the light on the moon is the sun.

B.



The earth is blocking the sun half way.

← Student names the sun as the source of the light of the moon.

← Student draws a picture of the sun, Earth, and the moon that is totally inaccurate (i.e., the diagram represents an eclipse).

Overall, the student demonstrates minimal knowledge relating to why a quarter moon looks the way it does. The student correctly states that the source of the light of the moon is the sun. However, the student does not include any reference to reflection in the response.

Instructional Strategies

The open-response question *Phases of the Moon* was designed to assess students' understanding that moonlight is reflected sunlight and that the shape of the moon seen from Earth depends on the relative positions of the sun, moon, and Earth. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Discuss the sources of light from a lightbulb, fire, mirror, pond reflection, the sun, the moon, and stars. Does Earth reflect light?
- Discuss and model how light travels. Use a light bulb or small flashlight with the end cap removed to simulate a point source of light. (Some models of flashlight allow the end cap to be removed from over the bulb and screwed onto the other end to make a standing base. When the flashlight is used in this way, it is more like a candle, with the exposed bulb shining in all directions.) Investigate interactions with the light and objects (shadows). Transfer this understanding to the sun, Earth, and moon model.
- Discuss why Earth has day and night. Does the moon have day and night? Is one half of the moon always light, even if it is not visible from Earth? Construct and use a model to support your reasoning (point source of light and balls).
- Model phases of the moon using a lightbulb as the sun, the student's head as Earth, and a ping-pong ball or Styrofoam ball as the moon.¹
- Observe and draw the phases of the moon for a month. Students should record the time of day as well as the shape of the moon. It is a good idea to begin the observation in the first or third quarter, so the teacher can show students how to observe during daylight.^{2, 3}
- Make a flipbook showing the phases of the moon for a month.

- Practice drawing diagrams of the phases of the moon with respect to the location of the sun, Earth, the moon, and an observer.

¹ Complete directions are available from *Universe at Your Fingertips* prepared by the Astronomical Society of the Pacific, and from “Finding the Moon,” a Delta Science Module.

² *Earth, Moon, and Stars Guide* from GEMS (Great Explorations in Math and Science) contains an informative section on observing the moon during the daytime.

³ Lesson Plans on “The Moon” available from Marco Polo/Science NetLinks, at <http://www.sciencenetlinks.com/lessons.cfm?BenchmarkID=4&DocID=172>

Meat-Eaters

Many meat-eaters catch and eat other animals. Meat-eaters have different skills and physical features to help them do this.

- a. Name ONE meat-eater, other than a human, that catches and kills its prey.
- b. Describe THREE skills and physical features the meat-eater you chose uses.

Academic Expectation: 2.3 “Students identify and analyze systems and the ways their components work together or affect each other.”

Core Content Code: 3.3.1 “Plants make their own food. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.”

Meat-Eaters

Scoring Guide

SCORE	DESCRIPTION
4	Student names a meat-eater, other than a human, that catches and kills its prey. Student clearly describes three skills and/or physical features that the meat-eater uses.
3	Student names a meat-eater, other than a human, that catches and kills its prey. Student generally describes two skills and/or physical features that the meat-eater uses.
2	Student names a meat-eater, other than a human, that catches and kills its prey. Student lists three skills and/or physical features that the meat-eater uses. OR Student names a meat-eater, other than a human, that catches and kills its prey. Student generally describes one skill and/or physical feature that the meat-eater uses.
1	Student demonstrates minimal understanding (e.g., student names a meat-eater, other than a human, that catches and kills its prey, but the description of skills and/or physical features that the meat-eater uses is incorrect or missing).
0	Student's response is totally incorrect or irrelevant.
Blank	No student response.

Science Behind the Question:

Consumers are organisms that obtain energy and nutrients by eating other organisms. Meat-eaters, or carnivores, are one group of consumers. Carnivores that capture and eat animals are called predators. Examples include: bats eat insects, anemones eat fish, snakes eat frogs, and lions eat deer. Each carnivore has physical features that enable it to capture its prey such as wings, stinging cells, free jaw, sharp teeth, and muscle and/or skeletal systems for quick movement. Animals also have skills or behaviors such as camouflaging, coloration or body forms, nocturnal daily cycles, and stalking abilities that function in capturing prey.

Annotated 4-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Meat - Eaters

a. A Tiger is a meat-eater that catches and kills its prey.

b. Skills and Physical Features of a Tiger

1. The tiger needs to be able to run very fast. They have strong legs and feet so they can catch their prey.

2. The tiger has sharp teeth and very strong jaws so it can kill and rip up its prey.

3. The tiger knows how to be quiet so it can sneak up on its prey.

Student names a meat-eater that catches and kills its prey.

Student clearly describes three skills/physical features that the meat-eater uses (i.e., strong legs, sharp teeth, stalking ability).

Overall, the student demonstrates appropriate knowledge of the characteristics of meat-eaters and the concept of predation. The response identifies a meat-eater that catches and kills its prey and three skills or physical features that meat-eater uses. The student clearly explains each skill/physical feature (i.e., includes how each skill/physical feature is used to catch prey).

Annotated 3-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

- a. Tiger kills the prey to eat.
- b. The Tiger kills the prey and the skill are Teeth are sharp, Their legs with strong muscles make them run fast Stalking.

Student names a meat-eater that catches and kills its prey.

Student generally describes one physical feature that the meat-eater uses (i.e., sharp teeth) and clearly describes another physical feature that the meat-eater uses (i.e., strong legs to run fast).

Overall, the student demonstrates general knowledge of the characteristics of meat-eaters and the concept of predation. The response identifies a meat-eater that catches and kills its prey and two skills or physical features that meat-eater uses. One skill/physical feature is generally explained, while the other skill/physical feature is explained more clearly. Still, the response is not clear enough to be scored a "4."

Annotated 2-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Meat-eaters catch and eat other animals. Meat-eaters have different skills and physical features to help them to kill for their food. A alligator is a meat-eater it catches and kills it's prey. The skills and physical of an alligator is to hunt and to kill their prey before they eat. The alligator hinds and doesnot make a sound that how the kill their prey.

Student names a meat-eater that catches and kills its prey.

Student generally describes one skill that the meat-eater uses (i.e., hiding/ambush).

Overall, the student demonstrates limited knowledge of the characteristics of meat-eaters and the concept of predation. The response identifies a meat-eater that catches and kills its prey and generally explains one skill/physical feature that meat-eater uses.

Annotated 1-Point Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy, including any grammatical errors in usage. Scores are given based on evidence of relevant content knowledge only. Spelling and grammatical errors have no impact on scores as long as the response is understandable. Writing skills such as spelling and grammar are evaluated as one component of holistic scoring in on-demand writing tests administered at grades 4, 7, and 12.

Student Response

Man and T-Rex.

Student names a meat-eater (i.e., T-Rex).

Overall, the student demonstrates minimal knowledge of the characteristics of meat-eaters and the concept of predation. The response identifies a meat-eater but gives no skill or physical feature that the meat-eater used.

Instructional Strategies

The open-response question *Meat-Eaters* was designed to assess students' ability to identify meat-eaters and show the relationship between hunting skills and physical characteristics. The instructional strategies below present ideas for helping students explore and master these concepts.

Provide opportunities for students to work individually, in pairs, in small groups, and/or as a class to complete (with teacher guidance and support) any or all of the following activities:

- Observe pets and see what kinds of food they eat. Discuss how their bodies are adapted to find and eat food in their natural habitat.
- Collect animal photographs from calendars, *National Geographic*, and other sources of nature pictures. Cut out as many different kinds of meat-eaters as possible. Try to find both mammals and non-mammals. Describe what skills make each animal successful and what physical characteristics support these skills.¹
- Watch video clips from *Nature* and other sources where meat-eating animals are hunting their prey.
- Compare the bodies of different animals in one large group of animals and determine whether they are designed to be prey or predator (e.g., compare beaks and feet in birds; compare size, muscle strength, location of eyes, and type of teeth in mammals).
- Observe specialized development of skeletons, especially heads, comparing jaws and teeth of herbivores, carnivores, and omnivores.
- Observe and draw their own teeth by looking in a mirror. Based on shape, identify which teeth are designed for which function in eating (e.g., tearing and chewing).

¹Detailed lesson plan on "Reptile Adaptations" can be located at the Discoveryschool.com website at: <http://school.discovery.com/lessonplans/programs/reptileadaptations/>



Grade 4

Writing

SCORING CRITERIA FOR ON-DEMAND WRITING

PURPOSE/AUDIENCE: The degree to which the writer maintains a focused purpose to communicate with an audience by:

- narrowing the topic to establish a focus
- analyzing and addressing the needs of the intended audience
- adhering to the characteristics (e.g., format, organization) of the form
- employing a suitable tone
- allowing a voice to emerge when appropriate

IDEA DEVELOPMENT/SUPPORT: The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using:

- logical, justified, and suitable explanation
- relevant elaboration
- related connections and reflections
- idea development strategies (e.g., bulleted lists, definitions) appropriate for the form

ORGANIZATION: The degree to which the writer creates unity and coherence to accomplish the focused purpose by:

- engaging the audience and establishing a context for reading
- placing ideas and support in a meaningful order
- guiding the reader through the piece with transitions and transitional elements
- providing effective closure

SENTENCES: The degree to which the writer creates effective sentences that are:

- varied in structure and length
- constructed effectively
- complete and correct

LANGUAGE: The degree to which the writer demonstrates:

- word choice
 - » strong verbs and nouns
 - » concrete and/or sensory details
 - » language appropriate to the content, purpose, and audience
- concise use of language
- correct usage/grammar

CORRECTNESS: The degree to which the writer demonstrates:

- correct spelling
- correct punctuation
- correct capitalization

WRITING

WRITING TASK 1

SITUATION:

The local newspaper is having a “Good Friend” contest. To enter your friend, you must think of an event in your life when your friend did something with you or for you that showed what a terrific friend he or she is.

WRITING TASK:

Select your friend. (Remember, a friend could be a child your age or a grownup.) Choose an event that shows how your friend is a good friend to you. Write a letter to the newspaper that tells about that event so that people will know why your friend deserves to win.

Academic Expectation: 1.11 “Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.”

Core Content Code: 1.4 “*Transactive writing* is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.”

On-Demand Category: Narrate

Annotated Distinguished Student Response

Due to the small number of students who achieved a performance level of “Distinguished” on this task, an exemplary paper was not identified for release. Please refer to the Kentucky Writing Assessment Holistic Scoring Guide for examples of information that might be included in a “Distinguished” paper.

Annotated Proficient Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy. Holistic scores are given based on the six scoring criteria for on-demand writing (i.e., purpose/audience, idea development, organization, sentences, language, correctness).

Student Response

May 14, 2003

Dear newspaper,

My friends are a big part of my life. They help me when I get hurt or sick. Friends are always there to help and comfort you when you feel blue. My friends are very fun and like to play games like tag, hide and go seek, and kickball. I think my friend is the best friend in the world because he is so kind and helpful.

I remember a time last summer when I crashed my bike in the middle of the road and skinned up my knees and elbows. My friend who was riding his bike in front of me stopped to check on me. After he had seen my condition he rode back to his house to get some water and neosporin. He came back and rinsed out my cuts with the water so they wouldn't get dirt in them. Then he put neosporin on the cuts to keep them from getting infected. My friend is very kind and helps me a lot when I get hurt.

After my friend had applied the medicine to the cuts he tore pieces of his shirt off to wrap around the cuts as bandages. I ended up laying in the grass with pieces of torn shirt all over my legs and arms. I sat there while I watched my friend apply pressure to the cuts so they would stop bleeding. You have to be pretty loyal to your friend to tear your shirt off and use it for bandages on cuts.

I was so beat up and bruised from the bike crash that I couldn't walk. Being that my friend is about two years older than me he picked me up and carried me back to the house. I felt really bad my friend had to carry me back to the house but he didn't cause me much pain. Someone who will do that for a friend has got to be very loyal and helpful.

I bet you don't know many people who would do something like that for their friend. Again friends can really help you when you are hurt or sick. That day my friend really made a big difference in my life by helping me.

Sincerely

Chris Stevenson*

* Name has been changed.

Continued on the next page. ➞

Annotated Proficient Student Response (continued)

The writer stays focused on the time the writer crashed a bike and how a friend helped. A suitable tone is used throughout for all readers of the newspaper. Some emergence of voice is shown. By offering explicit details about how the friend helped, the writer addresses the needs of the audience. The main idea is supported with vivid descriptions to explain the friend's exact steps. In-depth, relevant elaboration about what the friend did with the supplies and careful attention to an explanation of the next steps taken to care for the wounds are provided. A context is set for the reader before transitioning into the one event with a particular friend. The writer engages the audience in the first half of the second paragraph. Ideas and support are provided in a meaningful order—the writer takes the reader step by step through the story and provides an effective closure with the last paragraph. Sentences are varied in structure, are constructed effectively, and are complete and correct. Acceptable, effective language is used. There are few errors in spelling, punctuation, and capitalization relative to length and complexity.

Annotated Apprentice Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy. Holistic scores are given based on the six scoring criteria for on-demand writing (i.e., purpose/audience, idea development, organization, sentences, language, correctness).

Student Response

1098 Harmony Hill Rd.*
Everville, KY 40001
May 15, 2003

Dear Newspaper Staff,

I have a friend who did something very helpful for me. His name is Paul Gaines.* Since he has done somethings nice for me, I would like to enter him in the "Good Friend" contest.

Here's what Paul did for me. When Paul and I were on the Colorado Rockies together he showed me a warm up that helped me throw better. This was to be done before a game. I thought that was very helpful because it helped me improve in baseball.

At the end of the year I noticed that I had become better. When I noticed that, I knew that it was because of Paul playing with me at recess, practicing with me at practices on weekends, and practicing the warm up that he showed me. He is a great friend to spend so much time helping me in baseball.

Now we're on the same team once again. Our team is the Texas Rangers, and we're getting those baseballs to first base real fast also.

So don't you think he's a great friend. So please think about how helpful he has been to me, and consider Paul Gaines for the "Good Friend" contest winner.

Sincerely,
Jesse
Washington*

* Address and names have been changed.

The writer shows some evidence of communicating with an audience for a specific purpose but lapses in focus. The writer begins by naming a friend to enter in the "Good Friend" contest and focuses on something the friend did for the writer. Beyond telling the reader about the practice sessions with the friend on a regular basis, the ideas are unelaborated and the details are repetitious at times. A lapse in coherence occurs when the writer fails to connect the information in the fourth paragraph of the letter to the friend's nomination. The letter is logically organized. A context is established for the reader at the beginning of the letter, transitions are used, and an effective closure attempted. Most of the sentence structure is controlled although some is awkward. Simplistic language with some imprecise language is noted. There are few errors in spelling, punctuation, and capitalization.

Annotated Novice Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy. Holistic scores are given based on the six scoring criteria for on-demand writing (i.e., purpose/audience, idea development, organization, sentences, language, correctness).

Student Response

1234 Flatland dr.*
carlisle Ky, 41234
May 13, 03

Dear Newspaper,

I would like to enter my friend Lloyd* in the "good" friend contest. Lloyd is my best friend. He's been my friend since first grade. When it was my birthday he gave me 20 dollar while everybody els gave me five! Ive been over to his house 2 times he's been over to mine one time He has 2 cat named Molly and Polly, Polly ran off and when she come back they had to put her asleep. Molly ran off to but she came back safe and sound. this is why I think Lloyd Should be the good friend.

Sincerly,
Darnel*

* Address and names have been changed.

The writer demonstrates limited awareness of audience and purpose. Though the purpose of the letter is indicated in the first sentence, the writer shares many ideas about the friend instead of focusing in on one event to illustrate why the friend deserves to win the contest. There is minimal idea development. Different topics are discussed, but no single idea is developed. The information offered about the two cats is unrelated to the idea that the writer is to develop. The organization is random. Some examples of incorrect structure are noted. Simplistic language and errors disproportionate to length are seen in this example.

Grade 4 On-Demand Writing Instructional Strategies

The on-demand writing tasks are designed to assess students' ability to use appropriate forms, conventions, and styles to communicate ideas and information given a specific audience, purpose, and form for the piece of writing. Common purposes include persuading; narrating an event; and responding to a graphic, chart, or text. Common forms of written response include letters and articles. The instructional strategies below present ideas for helping students explore and master these skills.

Before Writing

- Incorporate opportunities for on-demand writing within standards-based units of study.
- Utilize teacher-generated on-demand prompts for both formative and summative assessments.
- Read and discuss the forms in which students are asked to write (i.e., letters, articles).
- Analyze techniques writers use, such as:
 - idea development appropriate to purpose (i.e., narrate, persuade, respond)
 - organization appropriate to purpose
 - sentence structure
 - word choice
- Provide students with opportunities to select a prompt to which they respond.

During Writing

- Review with students the requirement of the prompts (i.e., form, audience, purpose).
- Scaffold this review using “think-alouds,” guided practice, and independent practice.
- Guide students in selection of a prompt based on their experiences and their knowledge of themselves as writers.
- Scaffold instruction of the independent use of the writing process using whole-group guided practice, small-group practice, and independent practice.
- Monitor use of the writing process through the phases of development.
- Adapt instruction of the stages of the writing process to meet the needs of the students.
- Guide students in use of resources (i.e., dictionary, thesaurus).

After Writing

- Provide opportunities for student reflection following on-demand writing (e.g., writer's notebook entries, exit or admit slips, informal conferences).
- Provide specific feedback to students based on writing criteria (i.e., purpose/audience, idea development, organization, sentences, language, correctness).
- Meet with other teachers to analyze students' on-demand writing in order to inform instruction.

WRITING TASK 2

SITUATION:

You and your friend made plans a long time ago to spend this evening together playing. Now, because of the weather, you must play inside.

WRITING TASK:

Write a letter to your friend describing a game that you would like to play. Explain why this is the best game for two people to play indoors.

Academic Expectation: 1.11 “Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.”

Core Content Code: 1.4 “*Transactive writing* is informative/persuasive writing that presents ideas and information for authentic audiences to accomplish realistic purposes like those students will encounter in their lives.”

On-Demand Category: Persuade

Annotated Distinguished Student Response

Due to the small number of students who achieved a performance level of “Distinguished” on this task, an exemplary paper was not identified for release. Please refer to the Kentucky Writing Assessment Holistic Scoring Guide for examples of information that might be included in a “Distinguished” paper.

Annotated Proficient Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy. Holistic scores are given based on the six scoring criteria for on-demand writing (i.e., purpose/audience, idea development, organization, sentences, language, correctness).

Student Response

Dear Bonnie,*

May 15, 2003

I have missed you very much since you and me played together last Saturday. I was looking forward to spending the evening together today. I was thinking of playing games like tag and basketball. I thought those games would be fun. Looking at the weather forecast there giving severe thunderstorm warnings. That really messed up my plans. Don't worry though, I've got just the game for me and you to play indoors. Let me tell you about it. The game I have thought of is called rummy. To play you have to have a deck of cards. Also, when you've got a deck of cards shuffle them and deal seven to each player. After that, flip the next card over. The object of the game is to get all your cards out of your hand and have the highest score. To play moves you must have three of one card or your symbols the same in correct number order like 6, 7, 8 of hearts. You still have to have three cards. Another move you can play is on the other player. Say your opponent has three jacks lays them down and discards. Now its your turn. He needs the jack of hearts. Guess what you have it. You can now play that on him and still get the ten points for the card at the end of the game. Now that you know how to play moves its time to learn to discard. Say in your hand you have two kings and two queens. With a seven of hearts. That seven you have has nothing to play on. It's your turn now, you have to discard. Thats the one you should discard because you have nothing to play it on. I hope you have followed me because this is a great exciting game.

I know you are wondering why we should play this game, and why its so good. This game may be just a card game but its very fun. This game is quite so my parents won't get mad because it be so noisy. Also rummy is learning. You have to know your numbers to play, so your learning having fun. Also, not only does rummy help you learn it gives you something to do. I mean everyone hates to be bored. Also its not like monopoly. Wouldn't it just be terrible playing monopoly all night losing. Rummy only lasts about fifteen minutes. You would have plenty of time to play another game, and may even win the second time.

So you see Bonnie rummy is just an over all top notch game. Now you know how to play it, and why its so good, I will see you this evening in my neighborhood.

Sincerely,
Bev Asterfield*

P.S. I know you will enjoy rummy!

* Names have been changed.

Continued on the next page. 

Annotated Proficient Student Response (continued)

The writer narrows the focus to include the game of Rummy. The needs of the audience are addressed by explaining how the game is played and why it is a good game for two people to play. The writer develops and supports the main idea of Rummy by providing an in-depth explanation of each idea. Many elaborated and relevant details for each portion of the game are provided. The writer clearly establishes the context by explaining that the weather is bad and they will have to play indoors. Ideas and support are placed in a meaningful order. The writer is careful to explain the game from beginning to end and to conclude the letter with reasons why Rummy is such a great game to play. The reader is guided from one idea to the next. Controlled and varied sentence structures are used. Acceptable language is used although at times it is imprecise. There are some errors in spelling and punctuation that do not interfere with communication.

Annotated Apprentice Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy. Holistic scores are given based on the six scoring criteria for on-demand writing (i.e., purpose/audience, idea development, organization, sentences, language, correctness).

Student Response

Dear Allison,*

May 15, 2003

Due to this weather I was thinking of a game that we could play inside. The game is going to be more fun then playing outside all the time in that kind of weather. Read more to find out what the game is and why it's going to be fun.

The game that I was thinking of is checkers. I think we will both like this game because we probly don't like beging in that Icky weather all the time. If you don't like checkers then we can pick another game to play. The game you pick out could be monply or any other kind of game that you like. If there are not any games that you like to play then we could make up a game to play inside.

This game would be best for two people to play because it's a quiet game and we can get through it more quickly. If we finish that game then we could play again if you want to. This game would also be best for two people to play indoors because it's not that hard to clean up like outside games when we take all kinds of stuff outside to play with.

The last reason why this game would be best for two people to play inside is because it does not take that long as a game outside does. For example: Hide and go seek. Hide and go seek takes longer then checkers does. All you have to do is make some smart moves and the game is finished. In Hide and go seek you have to count, go find that person, and tag them before they get to base.

I hope you enjoyed this letter as; much as I did.

You're friend,
Kayla Martin*

* Names have been changed.

The writer demonstrates some evidence of communicating with an audience for a specific purpose, with lapses in focus. The writer offers a few reasons why checkers is a good game for two people to play; however, the writer fails to explain the game. The writer jumps from choosing the game of checkers, offering to play any other game the friend would like, giving some reasons why checkers is a good game for two people to play, and explaining the game of hide and seek. Ideas about the game of checkers are unelaborated. There are no details offered about the rules of the game or how to play. The writer offers a few details about why this is a good game for two players, but the details are unelaborated. There are lapses in organization and/or coherence. The writer establishes a context for the reader at the beginning of the letter, but lapses in coherence occur due to the problems with focus. There is no effective closure to the letter. Varied sentence structure is seen, but simplistic language is noted. There are some errors in spelling and punctuation.

Annotated Novice Student Response

An effort has been made to reproduce the sample student papers as closely as possible to the original handwritten copy. Holistic scores are given based on the six scoring criteria for on-demand writing (i.e., purpose/audience, idea development, organization, sentences, language, correctness).

Student Response

Dear Tristan,*

Apr 30, 2003

Since we're having to much rain we're gonna have to play inside. And we can play Nas car Thunder 2003. Its a video game and its about Nas car racing, you can go to very important tracks on the video games. There are real live racers on it, or we could make our own race cars. You can even qualify, like in real life. The pit crew even talks to you. It even has cautions, like in real live wrecks. You can even have victory laps if you win. There's no Nascar game like this one. See ya later!

Your Best Friend,
Jamal N.*

* Names have been changed.

The writer demonstrates a limited awareness of the audience and purpose. Although the writer focuses in on one game, NASCAR Thunder 2003, how to play or why it is a good game for two people is not explained. There is minimal idea development. Ideas are given, but no development is offered. The limited details given read like a list of thoughts about the game. The use of the phrase “real life” and the word “even” provide repetitious detail to the ideas mentioned. Thoughts and ideas are weakly organized. Sentence structures and language are simplistic. Some imprecise words are used. Some errors in spelling and punctuation are noted, but they do not interfere with communication.

Grade 4 On-Demand Writing Instructional Strategies

The on-demand writing tasks are designed to assess students' ability to use appropriate forms, conventions, and styles to communicate ideas and information given a specific audience, purpose, and form for the piece of writing. Common purposes include persuading; narrating an event; and responding to a graphic, chart, or text. Common forms of written response include letters and articles. The instructional strategies below present ideas for helping students explore and master these skills.

Before Writing

- Incorporate opportunities for on-demand writing within standards-based units of study.
- Utilize teacher-generated on-demand prompts for both formative and summative assessments.
- Read and discuss the forms in which students are asked to write (i.e., letters, articles).
- Analyze techniques writers use, such as:
 - idea development appropriate to purpose (i.e., narrate, persuade, respond)
 - organization appropriate to purpose
 - sentence structure
 - word choice
- Provide students with opportunities to select a prompt to which they respond.

During Writing

- Review with students the requirement of the prompts (i.e., form, audience, purpose).
- Scaffold this review using “think-alouds,” guided practice, and independent practice.
- Guide students in selection of a prompt based on their experiences and their knowledge of themselves as writers.
- Scaffold instruction of the independent use of the writing process using whole-group guided practice, small-group practice, and independent practice.
- Monitor use of the writing process through the phases of development.
- Adapt instruction of the stages of the writing process to meet the needs of the students.
- Guide students in use of resources (i.e., dictionary and thesaurus).

After Writing

- Provide opportunities for student reflection following on-demand writing (e.g., writer's notebook entries, exit or admit slips, informal conferences).
- Provide specific feedback to students based on writing criteria (i.e., purpose/audience, idea development, organization, sentences, language, correctness).
- Meet with other teachers to analyze students' on-demand writing in order to inform instruction.

ACKNOWLEDGMENTS

The Kentucky Department of Education would like to thank those who have granted permission to reproduce the following copyrighted material:

Photographs for Reading Subject Page: *Stack of Books* and *Young Man Holding Book in Library* © Royalty-Free/CORBIS, *Teen Reading in a Library* and *Hand Holding Book Open* © Image 100/Royalty-Free/CORBIS.

“Recycled Paper” from EXTRA! EXTRA! By Linda Granfield, originally illustrated by Bill Slavin. Text copyright © 1993 by Linda Granfield. Reprinted by permission of the author. Illustrations by Peggy Mocine © Kentucky Department of Education.

“The Blackberry Pie” by Linde Pilcher. Illustration by David Rose.

“What is a Fever?” Special permission granted by Weekly Reader, published and copyrighted by Weekly Reader Corporation. All Rights Reserved. Illustration © Bob Staake.

Photographs for Science Subject Page: *High School Lab* © Image 100/Royalty-Free/CORBIS, *Radio Telescopes* and *Ringed Planet with Moon* © Royalty-Free/CORBIS, *Girl Raising Hand in Class* © CORBIS, *Molecular Model* © Brian Yarvin/CORBIS.

Photographs for Writing Subject Page: Three photographs titled *Boy Working on School Work* © CORBIS, *Schedule Written on Note Pad* © Royalty-Free/CORBIS, *Cup Filled With Pencils* © O’Brien Productions/CORBIS.

Every effort has been made to contact and credit all copyright holders.